

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

May 28, 2009

The Board of Education and the Board of Career and Technical Education met at the James Monroe State Office Building, Jefferson Conference Room, 22<sup>nd</sup> Floor, Richmond, with the following members present:

Dr. Mark E. Emblidge, President	Mr. K. Rob Krupicka
Dr. Ella P. Ward, Vice President	Dr. Virginia L. McLaughlin
Dr. Thomas M. Brewster	Mr. Kelvin L. Moore
Mrs. Isis M. Castro	Mrs. Eleanor B. Saslaw
Mr. David L. Johnson	
	Dr. Patricia I. Wright
	Superintendent of Public Instruction

Dr. Emblidge, president, presided and called the meeting to order at 9 a.m.

***MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE***

Dr. Emblidge asked Mr. Johnson to lead in a moment of silence and Pledge of Allegiance.

***RECOGNITIONS***

A Resolution of Recognition was presented to school divisions recently receiving the SACS/CASI District Accreditation. They are as follows:

- Arlington County Public Schools
- Bristol City Public Schools
- Montgomery County Public Schools
- Westmoreland County Public Schools
- Williamsburg/James City County Public Schools

***APPROVAL OF MINUTES***

Dr. Ward made a motion to approve the minutes of the April 29-30, 2009, meeting of the Board. The motion was seconded by Mrs. Castro and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

***PUBLIC COMMENT***

The following persons spoke during public comment:

Sydnee Hammond	Ken Bassett
Brayler Gongales	Former Delegate Jim Dillard
Sherry Harris	Glen Hoptman
Dr. James Batterson	Mike Wildersen
Senator Henry Marsh	Dr. Joseph Eney
Stephen Adkins	Margaret Heubek
Sarah Geddes	William Obrochta
Karen Purcell	Breanne Armbrust
Bradley Purcell	Sarah Hopkins Finley

***CONSENT AGENDA***

Dr. Brewster made a motion to approve the Consent Agenda. The motion was seconded by Dr. Ward and carried unanimously.

***First Review: Readoption of Revised Regulations Governing Special Education Programs for Children with Disabilities in Virginia***

The Department of Education's recommendation to waive first review and readopt the revised *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* and authorize staff to complete the requirements under the APA was approved with the Board's vote on the consent agenda.

***ACTION/DISCUSSION ITEMS******First Review of a Request to Extend Approval of an Alternative Accreditation Plan from Chesterfield County Public Schools for Perrymont Middle School***

Dr. Kathleen Smith, director of the office of school improvement, and Dr. Marcus Newsome, superintendent of Chesterfield County Public Schools, presented this item. Dr. Smith said that the Chesterfield County Public Schools (CCPS) received approval by the Board of Education for a three-year alternative accreditation plan for Perrymont Middle School on September 21, 2005. This approval included the provision that future extensions would be contingent upon the submission of an evaluation showing that the stated objectives of the program and evaluative criteria had been met. To date, Chesterfield County Public Schools has submitted data each year and, as a result of this data, has been rated fully accredited in 2006-2007, 2007-2008, and 2008-2009.

Dr. Newsome's overview of the application for Perrymont Middle School included the following:

- The targeted population for attendance at Perrymont Middle is Chesterfield County Public School students, aged 11 through 15, who are working at least two years below grade level in reading and/or mathematics, for whom no other appropriate services have provided them with academic success, and, who are unlikely to catch up their skills development in a comprehensive middle school setting.
- Students obtain entry through an application process that includes parental consultation and consent. In order to qualify for and satisfy the intended purpose of the Perrymont program, a student must meet at least one of the following admission criteria: failure on the 5<sup>th</sup> grade or most recently taken Standards of Learning (SOL) tests in reading, mathematics and/or writing; a history of one or more years of retention in grade; or, a history of excessive absences and out-of-school stressors that have significantly affected the student's achievement. However, under special circumstances applied on a case-by-case basis, a student may be admitted into the program without having first met one or more of the formal admission criteria, if the student is nonetheless deemed to be a good candidate by the Perrymont Admission Review Committee.
- The instructional focus is language arts (reading and writing), mathematics instruction designed to prepare each student for success in Algebra, blended science from 7<sup>th</sup> and 8<sup>th</sup> grade science SOL; and, physical education (part-time). Science instruction is provided by qualified science teacher(s) using a curriculum developed to target selected components of life science and physical science. Career exploration is provided through the use of interest and aptitude inventories (such as Kuder).
- Each student has an individualized Student Success Plan developed cooperatively with parental and student input. Since many Perrymont students have a history of excessive absences, attendance goals are a component of this plan.
- The student day is six hours and includes weekly SOL workshops for individual tutoring. The pupil teacher ratio (PTR) is 17:1; with added services, the actual PTR is 10:1 to better serve the students at this school.
- Student support services through Communities in Schools include a focus on self-management and adjustment skills and provide other sources of assistance through Communities in Schools.
- Students will be assessed in reading, mathematics and science in accordance with the requirements of the *No Child Left Behind Act of 2001* (NCLB). At the beginning of the school year and at mid-year, each student will be tested in language arts (on the Gates-MacGinitie) and in mathematics (on a diagnostic mathematics assessment such as the Algebra Readiness Diagnostic Test) to determine the individualized instruction the student subsequently receives.
- Students classified as 6<sup>th</sup> or 7<sup>th</sup> graders will take the SOL assessments in reading for their assigned grade level. Students classified as 8<sup>th</sup> graders will

take the 8<sup>th</sup> grade reading SOL test and the writing SOL test. Students classified as 8<sup>th</sup> graders will take the 8<sup>th</sup> grade science SOL test at the end of the academic year. Students do not participate in SOL testing in history.

- At the end of the year, students will take the mathematics SOL test associated with their grade level. Students taking and passing the 8<sup>th</sup> grade mathematics SOL test at the end of the 1<sup>st</sup> semester of their second year at Perrymont will advance to the high school to receive instruction in Algebra I (and other core content subjects) at the beginning of the 2<sup>nd</sup> semester.
- Benchmark testing throughout the year (and at the end of summer session, if included) in all four core disciplines will document academic progress and determine content for the next instructional period.
- These students have received experiences and instruction in non-core areas such as the arts, music and health and physical education throughout elementary and perhaps during time spent in a comprehensive middle school and will again when they return to a comprehensive high school. This school is designed to focus on significant interventions in the fundamentals to equip the students to succeed in high school when without such dramatic interventions they would not. For this reason the following waivers for 8 VAC 20-131-90 A-E and 8 VAC 20-131-190 A are requested:

Mrs. Castro made a motion to waive first review and approve the Request to Extend Approval of an Alternative Accreditation Plan for three years from Chesterfield County Public Schools for Perrymont Middle School. The motion was seconded by Dr. Ward and carried unanimously.

**First Review of Proposed Revisions of Courses to Satisfy Graduation Requirements for the Standard, Standard Technical, Advanced Studies, Advanced Technical, and Modified Standard Diplomas in Virginia Public Schools**

Dr. Linda Wallinger, assistant superintendent for instruction, presented this item. Dr. Wallinger said that in February 1998, the Virginia Board of Education approved certain courses that would satisfy the mathematics, science, and history and social science course requirements for the Standard and Advanced Studies Diplomas. Since that time, some additional courses have been added to the list.

On February 19, 2009, the Virginia Board of Education approved revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-5 et seq.) (Standards of Accreditation or SOA). Section 8 VAC 20-131-50 of the revised SOA sets forth the requirements for the Standard, Standard Technical, Advanced Studies, Advanced Technical, and Modified Standard Diplomas that will become effective for students entering the ninth grade in 2010-2011. Those requirements specify which level of courses and/or subject area disciplines students must complete to earn either a standard or verified unit of credit in the areas of mathematics, laboratory science, and history and social science, as well as the credit requirements in other content disciplines. The regulations also

specify that the Board of Education shall approve courses (other than those specifically named in the standards) to satisfy the requirements in those areas.

Virginia has worked closely with Achieve, The College Board, and ACT to align its graduation requirements and course content in mathematics and English to enable students to successfully enter a career and/or college upon graduation from high school. In June 2007, the Board of Education approved a new mathematics course, *Algebra, Functions, and Data Analysis*, that gave an additional option for completion of the mathematics diploma requirements and also provided students with a stronger foundation to continue on to Algebra II or higher. At that time, the Board discussed, but did not take action on, removing the option that Algebra I, Part I, may count as a mathematics credit for graduation for either the Standard or Advanced Studies Diploma. Currently, for a Standard Diploma, a student may earn two mathematics credits for each sequence of Algebra I, Parts I and II, and Geometry, Parts I and II. For the Advanced Studies Diploma, only one such sequence may be used to earn two mathematics credits, and the student must also complete Algebra II.

Mrs. Saslaw made a motion to waive first review and accept the proposed revised courses to satisfy graduation for the Standard, Standard Technical, Advanced Studies, Advanced Technical, and Modified Standard Diplomas in Virginia Public Schools. The motion was seconded by Mr. Johnson and carried unanimously.

The revisions to the courses to satisfy graduation requirements include the following:

- The addition of courses approved for the Standard Technical and Advanced Technical Diplomas;
- The removal of the option to earn two standard credits in mathematics for completing Algebra I in a two-course sequence or Geometry in a two-course sequence to satisfy the Standard Diploma or that one of the two-course sequences may be used to satisfy the Advanced Studies Diploma.
- The addition of an end-of-course assessment for *Algebra, Functions, and Data Analysis*, effective in 2011-2012, to enable students to earn a verified credit for successful completion of the course; and
- The removal of the option to earn two standard credits in science for completing Chemistry in a two-course sequence.
- No revisions have been proposed to the English courses or list of History and Social Science courses to satisfy graduation requirements.

**First Review of a Request from Maggie L. Walker Governor's School for Government and International Studies to Increase the Number of Standard Credits Required for Graduation**

Dr. Wallinger and Mr. N. Douglas Hunt, director of Maggie L. Walker Governor's School for Government and International Studies, presented this item.

Dr. Wallinger said that Maggie L. Walker Governor's School for Government and International Studies operates as a jointly operated program under the Board of Education

regulations, 8 VAC 20-280 et seq., *Jointly Owned and Operated Schools and Jointly Operated Programs*. By written agreement, representatives from the school boards of the twelve participating school divisions form a regional governing board that jointly operates the program. The division superintendents from each participating school division jointly exercise the same authority they have within their own division.

Mr. Hunt's overview of the request from the Regional Board of Maggie L. Walker Governor's School for Government and International Studies (MLWGS) included the following:

- The Regional Board of Maggie L. Walker Governor's School for Government and International Studies (MLWGS) is seeking approval from the Virginia Board of Education to require, beginning with the ninth-grade class of 2009-2010, a minimum of 30 standard units of credit, in addition to the 9 required verified credits, in order to be awarded an Advanced Studies Diploma. Such information has already been shared with prospective applicants for 2009-2010 in the *MLWGS Admissions Handbook 2008-2009*. A student who does not satisfy those requirements, but who meets requirements for a Standard Diploma would be awarded that diploma.
- Noting that the number of required standard credits for the Advanced Studies Diploma in Virginia will increase effective with the ninth-grade class of 2010-2011, the Regional Board would then increase the required number of credits for an Advanced Studies Diploma from Maggie L. Walker Governor's School from 30 to 31, effective with the ninth-grade class of 2010-2011. The additional standard credit will be for economics and personal finance.

Dr. McLaughlin made a motion to waive first review and approve the request to increase the graduation requirements for Maggie L. Walker Governor's School for Government and International Studies by requiring students to earn 30 standard credits, including 5 credits in history and social science, and nine verified credits beginning with the ninth-grade class of 2009-2010. Effective with the entering ninth-grade class of 2010-2011, one credit in economics and personal finance will be added as required by the Board of Education, for a total of 31 standard credits and 9 verified credits required to graduate from Maggie L. Walker Governor's School for Government and International Studies. The motion was seconded by Mr. Krupicka and carried unanimously.

The following table outlines the requirements for ninth-graders entering Maggie L. Walker Governor's School in 2009-2010, and then compares the proposed increased requirements for entering ninth-graders in 2010-2011 with the increased requirements for an Advanced Studies Diploma:

**Proposed Diploma Requirements for Maggie L. Walker Governor's School**

	<b>Proposed graduation requirements for 9<sup>th</sup> graders entering MLWGS in 2009-2010</b>	<b>Va. Board of Education requirements for an Advanced Studies Diploma, effective with the 9th-grade class of 2010-2011</b>	<b>Proposed graduation requirements for 9<sup>th</sup> graders entering MLWGS in 2010-2011</b>
<b>English</b> (Four units of credit must include World Literature I and II, American Literature 11 and British Literature 12)	4 units	4 units	4 units
<b>Mathematics</b> (Four units of credit through a minimum of trigonometry/analysis)	4 units	4 units	4 units
<b>Science</b> (Four units of credit that must include Biology, Chemistry, and Physics)	4 units	4 units	4 units
<b>Social Studies</b> ( <del>Four</del> Five units of credit that must include Global Studies I, II, U.S. and VA History, and U.S. and VA Government, and one elective)	4- <u>5</u> units	4 units	5 units
<b>International Language</b> (Six units of credit with a minimum of four credits in one language (the primary language) and 2 credits in another language (the secondary language))	6 units	3 units	6 units
<b>Health and PE</b> (9 and 10)	2 units	2 units	2 units
<b>Fine Arts (for MLWGS)</b> (Art, drama, music)	1 unit	---	1 unit
<b>Fine Arts or Career and Technical Education (for Advanced Studies Diploma)</b>	---	1 unit	---
<b>Economics and Personal Finance</b>	---	1 unit	1 unit
<b>Foundations of Independent Research and Communication</b> (FIRC)	1 unit	--	1 unit
<b>Electives</b>	1 unit	2 units	1 unit
<b>Community Service</b> (Minimum of 140 hours in 4 years. Only 70 hours of credit from one organization will count toward the minimum requirements, although all the hours will be shown on the final transcript)	1 unit	--	1 unit
<b>Senior Seminar/Mentorship</b> (Must be completed post-junior year)	1 unit	--	1 unit
<b>Total Units of Standard Credit</b>	<b>29 <u>30</u> units</b>	<b>26 units</b>	<b>31 units</b>
<b>Total Units of Verified Credit as Prescribed by 8 VAC 20-131-50 of the Standards of Accreditation</b>	<b>9 units</b>	<b>9 units</b>	<b>9 units</b>

While students who entered the program as ninth-graders in 2008-2009 have received advance notice of the increased requirements, they will graduate under the requirements in effect at their time of entry (29 credits), since the increased requirement had not yet been approved by the Board of Education.

**First Review of a Proposal to Establish a Governor's Career and Technical Academy: The Governor's Career and Technical Academy Engineering Studies**

Dr. Lois Williams, STEM coordinator and Ms. Nancy Hoover, pre-engineering specialty center coordinator at Lloyd C. Bird High School, Chesterfield County Public Schools, presented this item. Dr. Williams said that Virginia is one of six states to receive a grant from the National Governors Association (NGA) Center for Best Practices to improve science, technology, engineering, and mathematics (STEM) education. The development of Governor's Career and Technical Academies is one of the major initiatives of the grant.

Ms. Hoover's overview of the request included the following:

- The proposed program offers students an opportunity to explore engineering and engineering technology fields and concepts within their comprehensive high school education. The unique nature of this program is in keeping with Chesterfield County's Design for Excellence which strives to prepare students for higher education as well as the 21<sup>st</sup> century workplace. The Governor's Career and Technical Academy for Engineering Studies seeks to foster the creative talent and work force readiness skills to prepare students for the high-wage, high-demand, and high-skilled occupations that will maintain the local and state economic health.
- The Governor's Career and Technical Academy for Engineering Studies will expand offerings for high school students in Chesterfield County. Two career pathways, Science and Mathematics and Engineering Technology will expose students to various engineering and engineering technology fields through unique and specialized electives and application of engineering and work force readiness skills in core-academic classes. The program is designed to prepare students for the rigors of higher education while also strengthening work force readiness skills.

Mrs. Castro made a motion to waive first review and approve the proposal to establish the Governor's Career and Technical Academy for Engineering Studies. The motion was seconded by Dr. Ward and carried unanimously. The Governor's Career and Technical Academy for Engineering Studies will be in operation by the beginning of the 2009-2010 academic year.

**First Review of a Proposal to Eliminate Grade 3 History and Social Science from the Virginia Assessment Program**

Mrs. Shelley Loving-Ryder, assistant superintendent, division of student assessment and school improvement, presented this item. Mrs. Loving-Ryder said that the Standards of Quality (SOQ) provide authority for the Virginia Board of Education to prescribe assessments designed to measure the level of achievement of the Standards of Learning (SOL) by all students.



Mrs. Loving-Ryder said that the Board is being asked to remove the assessment of grade 3 students on the SOL for history/social science for grades K-3 from the Virginia Assessment Program. The last administration of the grade 3 SOL history test, the Virginia Grade Level Alternative for grade 3 history, and the Virginia Alternate Assessment Program for grade 3 history would be spring 2009.

Mrs. Loving-Ryder said that the Superintendent's Leadership Advisory Council, which consists of the eight regional chairs and officers of the Virginia Association of School Superintendents (VASS), and other educators have encouraged the Department of Education to look for ways to relieve educators of administrative testing burdens, especially in tested areas not required by the federal government. Reducing the number of tests in areas where there are multiple tests required can free up additional time for instruction, particularly in reading. In response to this request, the grade 3 history test has been identified for possible elimination. Because there are four additional SOL history tests that are administered at the elementary/middle school level, the removal of the grade 3 history test should not have any significant impact on the instructional focus on history at this level.

Further, the elimination of the grade 3 history test may allow school divisions additional flexibility to integrate the content of the K-3 history standards into reading instruction. In support of this literacy approach in K-3, the Department of Education will move towards enhancing the SOL reading tests by developing reading passages using topics from the Standards of Learning for history and social sciences and other SOL content areas. While the history content itself would not be tested as part of the Grade 3 reading test, some of the non-fiction passages would be based on topics from the K-3 SOL history and social sciences.

Dr. Brewster made a motion to accept for first review the proposal to remove the assessment of the history and social science SOL for grades K-3 from the Virginia Assessment Program, to ensure the standards will continue to be taught in K-3, and to develop a timeline for including social studies content standards within the current reading assessments. The motion was seconded by Mr. Krupicka.

Following are comments from Board members before the vote:

- Mrs. Saslaw asked the Board to amend the motion to incorporate the social studies SOL for grades K-3 in the reading assessment with two scores from the same test; one test for reading literacy and one test for social studies content.
- Dr. Emblidge said that he thinks this motion should be discussed next month at the June 25<sup>th</sup> Board meeting.
- Dr. Wright said that there are technical aspects of designing a test that often prohibit one's desire from being implemented. The Department of Education does not have as much autonomy as one would think in the testing program. The Department of Education has a Technical Advisory Committee that staff has to design tests around and the tests also have to be approved by the federal

government to meet certain qualities. Dr. Wright asked the Board to allow staff to come back with technical considerations at the June 25<sup>th</sup> Board meeting.

- Mrs. Saslaw said she is asking for assurance that the SOL standards will have an opportunity to be assessed and assured that students will receive the background. Mrs. Saslaw said that one way to accomplish the Department of Education's goal and the goal expressed by the public is to devise some sort of system that will fill both goals.
- Mrs. Loving-Ryder said that there will be significant technical challenges in trying to integrate the social studies content standards and the reading standards. Mrs. Loving-Ryder said that one of the fundamental underpinnings of assessment is that a test assesses one content, so it will be difficult integrating the two. Mrs. Loving-Ryder said that staff will come back in June with ideas of how to address the concerns about the history curriculum being taught, but she wanted the Board to understand that there would be significant technical issues in trying to integrate the two. Mrs. Loving-Ryder also said that USED probably will not approve a reading test that includes a history component. This would involve two separate test with different scores that would have to have enough items to yield a score.
- Mrs. Saslaw said that one of the principles offered was that we could use social studies content in the reading passages. The idea of developing literacy through subject content is becoming one of the forces in education today. Mrs. Saslaw said that she would like to move forward with expanding the reading literacy test at the 3<sup>rd</sup> grade level with the incorporation of actual social studies SOL standards content that could be incorporated into the reading passages.
- Mrs. Loving-Ryder said to clarify: The idea was to use the topics of the history standards as a basis for the reading passage. We would not ask questions that the answer would not be incorporated within the reading passage. We would also not ask questions that the students would have to have prior knowledge of that history content.
- Mrs. Saslaw asked that the motion be amended with the following: To request the Superintendent of Public Instruction to look into the kinds of incorporation with the social studies standards that can be used in the reading test and report back to the Board at the June 25<sup>th</sup> meeting.

Dr. Brewster amended the current motion on the floor with the following: To accept for first review the proposal to remove the assessment of the history and social science SOL for grades K-3 from the Virginia Assessment Program with an amendment asking the Superintendent of Public Instruction to assure these standards will continue to be taught K-3 and to provide the timeline and strategy for incorporating the history concepts/content into reading standards of learning frameworks and assessments. The motion was seconded by Mrs. Saslaw and carried unanimously. This matter will be brought back to the Board for final action at the June meeting.

**First Review of a Request for Approval of an Innovative Program Opening Prior to Labor Day from Harrisonburg City Public Schools**

Ms. Anne Wescott, assistant superintendent for policy and communications and Dr. Donald Ford, superintendent of Harrisonburg City Public Schools, presented this item. Dr. Ford joined the meeting by video conference.

Ms. Wescott said that the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, at 8 VAC 20-131-290.D, permit local school boards to seek approval to implement experimental or innovative programs that are not consistent with accreditation standards or other regulations promulgated by the Board. Section 22.1-79.1 of the *Code of Virginia* prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause." The conditions under which the Board may grant such waivers are outlined in the *Code*. Part 3 of § 22.1-79.1.B permits the Board to approve a waiver for approval of an experimental or innovative program.

Dr. Ford's presentation included the following:

- The Harrisonburg City School Board is requesting approval of an innovative program for Spotswood Elementary School and Waterman Elementary School. Approval of this request would permit both of these schools to open prior to Labor Day. All other schools in Harrisonburg are eligible for a pre-Labor Day waiver because they meet the requirements of § 22.1-79.1.B.2 by having a dependent program shared with school divisions that qualify for a weather-related waiver.
- Harrisonburg City Public Schools participates in a seven-division consortium for preschool programs, which includes the Shenandoah Valley Head Start consortium, the Virginia Preschool Initiative (VPI), and early special education preschool. The other participating school divisions are Augusta County, Bath County, Highland County, Rockingham County, and the cities of Staunton and Waynesboro. All of the other school divisions have waivers to begin before Labor Day.
- Both the Head Start and the VPI-funded classrooms are blended classrooms, and both serve students who are receiving Early Childhood Special Education Services. Augusta County Public Schools serves as the fiscal agent and employs all of the teachers in the Head Start consortium. The Head Start and VPI programs work together to coordinate services and share the same curriculum, use the same assessment system with a Web-based entry, provide the same staff development on the same days, have a joint Parent Policy Council, and have common business meetings. Having a common calendar promotes a more streamlined delivery of instruction, the coordination of services, and the sharing of resources.
- In addition, Harrisonburg High School has a mentor-tutor program for students who plan to go on to college and pursue a professional career. One of the mentorship opportunities allows students to work with teachers in the

elementary schools. The mentorship requires a minimum of 90 hours of service and the submission of a portfolio of learning experiences. This program provides an innovative way to provide students with work-based learning, and, for those students who work with teachers, encourages them to consider going to college and entering the teaching profession. In order to meet the 90-hour requirement for the program, students need to be in all mentorship opportunities as early as possible in the school year. Since Harrisonburg High School is eligible to open before Labor Day, mentorship opportunities would also need to begin before Labor Day. If Waterman and Spotswood Elementary Schools open after Labor Day, it would limit opportunities to participate in the mentor-tutor program in these two schools.

Mr. Krupicka made a motion to approve the request from Harrisonburg City Public Schools for an innovative program, pursuant to the provisions of §.22.1-79.1 of the *Code of Virginia*. The motion was seconded by Dr. Brewster and carried unanimously. The Department of Education staff will notify the Superintendent of Harrisonburg City Public Schools that Spotswood Elementary School and Waterman Elementary School are authorized to open prior to Labor Day in the 2009-2010 school year.

#### **Report on Career and Technical Education Programs in Petersburg City Public Schools**

Dr. Kathleen Smith and Dr. James Victory, superintendent of Petersburg City Public Schools, presented this item. Dr. Smith's report included the following:

- One of the concerns of the committee was that the CTE courses provided to students enrolled in the CPP program would not lead to a program completion upon graduation. For example, students are enrolled in Landscaping (course code 8036). There are other courses needed for a program concentration in Landscaping that lead to program completion upon graduation. These courses are not offered at Blandford Academy.
- The CPP program provides high school students, age 16 or older and at least two grade-levels behind, with an opportunity to work toward successfully meeting the criteria for a certificate of completion, not a traditional or nontraditional diploma (GED).
- At the January 15, 2009, Virginia Board of Education meeting, the Board accepted the findings of the review of alternative education programs in Petersburg City Public Schools and requested the department to complete a follow-up visit in the spring of 2009 to ensure that essential actions were being implemented.
- The department conducted a third review of the alternative programs in Petersburg City Public Schools on March 30, 2009, and as a result of that review, the following findings regarding Career and Technical Education at Blandford Academy were indicated:
  - ✓ Provide access to the Career and Technical Education (CTE) programs to the students enrolled in the CPP program. Interviews with students and teachers revealed that ISAEP, Horizons, and CPP students participate in the CTE

programs at the high school twice a week after school. These practices were implemented during the start of the second semester of the 2008-2009 school year. These programs do not offer a program concentration that leads to program completion upon graduation. Two orientation programs for parents of Blandford Academy students were conducted to introduce the seven course offerings for the CTE program at Petersburg High School.

- At the time of the review on March 30, 2009, current enrollment of ISAEP, Horizons, and CPP students who were participating in the CTE program after school at Petersburg High School were as follows:
  - ✓ three students were enrolled in the carpentry program (one additional student was scheduled to begin on March 30, 2009);
  - ✓ three students are enrolled in the child-care program (three additional students were scheduled to begin on March 30, 2009);
  - ✓ two students were scheduled to begin the personal care aide program beginning on March 30, 2009;
  - ✓ one student was scheduled to begin in the automotive program on March 30, 2009; and,
  - ✓ one student was enrolled in the culinary arts program.
- At the April 28, 2009, Virginia Board of Education meeting, the Board accepted the findings of the review of alternative education programs in Petersburg City Public Schools and requested the department to complete a follow-up visit in the fall of 2009 to ensure that CPP students are receiving certified CTE courses as described in the essential actions based on the follow-up review. In addition, the Board requested information on the enrollment of Petersburg City Public Schools' students in Career and Technical Education programs.
- In a report submitted by Petersburg City Public Schools regarding the enrollment of students in CTE courses offered at Blandford Academy, in addition to landscaping, 28 students are enrolled in computer applications. As with landscaping, there are other courses needed for a program concentration in this CTE area (computer applications) that lead to program completion upon graduation. These courses are not offered at Blandford Academy.
- Petersburg intends to offer CPP students an opportunity to participate in CTE programs that will lead to program completion upon graduation at Petersburg High School in the fall of 2009.

Dr. Brewster made a motion to accept the Virginia Department of Education's Office of Career and Technical Education Services 2008-2009 Secondary Enrollment/Demographic report for Petersburg City Public Schools and the report from Petersburg City Public Schools regarding current enrollment in CTE programs at the Blandford Academy. The motion was seconded by Dr. Ward and carried unanimously.

## ***DISCUSSION OF CURRENT ISSUES***

### **Dinner Session**

The Board met for dinner at the Crowne Plaza Hotel with the following members present: Dr. Emblidge, Dr. Brewster, Mrs. Castro, Mr. Johnson, Mr. Krupicka, Dr. McLaughlin, Mr. Moore, Mrs. Saslaw and Dr. Ward. A brief discussion took place about general Board business. No votes were taken, and the dinner meeting ended at 8:30 p.m.

## ***EXECUTIVE SESSION***

Dr. Ward made a motion to go into executive session pursuant to §2.2-3711.A.7 of the *Code of Virginia*, for consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation in connection with a pending administrative proceeding concerning an employment matter. The motion was seconded by Dr. McLaughlin and carried unanimously. The Board went into executive session at 11:35 a.m.

Dr. Ward made a motion that the Board reconvene in open session. The motion was seconded by Dr. Brewster and carried unanimously. The Board reconvened at 12 p.m.

The Virginia Freedom of Information Acts requires a roll call or recorded vote of each member of the Board, who are asked to certify that to the best of each member's knowledge only public business matters lawfully exempted from open meeting requirements under this chapter, and only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered in the closed meeting.

### **Board Roll call:**

Dr. McLaughlin – Yes	Mrs. Castro – Yes
Mr. Moore – Yes	Mrs. Saslaw – Yes
Dr. Brewster – Yes	Mr. Johnson – Yes
Dr. Ward – Yes	Mr. Krupicka – Yes
Dr. Emblidge – Yes	

The Board then adopted the following resolution, on a motion by Dr. Ward and seconded by Mrs. Castro:

### **VIRGINIA BOARD OF EDUCATION RESOLUTION Granting the Superintendent of Public Instruction the Board's Authority to Initiate, Pursue, or Settle Litigation**

**WHEREAS**, the Board of Education has the responsibility under the Constitution of Virginia for the general supervision of the public school system, and possesses such powers

and duties as are described in the Constitution of Virginia and as prescribed by the General Assembly; and

**WHEREAS**, the General Assembly has granted to the Board of Education a variety of powers and duties, including the authority to initiate litigation in specified situations; and

**WHEREAS**, the Board of Education desires to permit the initiation, pursuit, or settlement of litigation expeditiously, and without the necessity of a meeting of the Board in order to authorize same;

**NOW, THEREFORE, BE IT RESOLVED** that subject to its continuing authority and responsibility, the Board of Education hereby delegates to the Superintendent of Public Instruction the Board's authority to initiate, pursue, or settle litigation. In exercising this authority, the Superintendent shall, where feasible, consult with the President of the Board prior to initiating or settling litigation, and shall report to the Board no later than its regularly scheduled meeting of any litigation initiated or settled pursuant to this litigation.

Approved by the Board of Education: May 28, 2009

***ADJOURNMENT***

There being no further business of the Board of Education and Board of Career and Technical Education, Dr. Emblidge adjourned the meeting at 12:15 p.m.

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President